ELEMENTARY
Printing Job Sheets

For Use with the Textbook,
"THE PRACTICE OF PRINTING"

By RALPH W. POLK
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Detroit Public Schools

Carefully prepared to provide practical and basic experience for students of printing during the first year of their training

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Suggestions to the Instructor

THESE elementary job sheets are prepared for the use of the student in conjunction with his study of the fundamentals of trade practice in the textbook, *The Practice of Printing.* It is suggested that the student's work include (a) systematic study in the text, (b) lectures and demonstrations by the instructor in each new subject or step, and (c) carefully supervised laboratory work as indicated in the job sheets.

A suggested outline for the year's work appears on the following pages. When a limited amount of time is spent in the shop, this list should be curtailed to meet the individual situation. If, however, more work is required than is here indicated, the instructor should provide additional jobs under the headings which he considers most important to his students.

If it is desired to have the student do some school printing, live projects might be substituted for some of the more advanced jobs, or in proper sequence with them, provided, of course, that the student has studied the principles involved in the project, and is competent to undertake that specific kind of work.

In a number of the jobs, blanks for the instructor's signature or O. K. appear opposite each unit of work, providing a convenient means of checking the student's progress.

A rating sheet for keeping a record of the student's work will be found in each pad of job sheets. These rating sheets should be kept in a handy place in the instructor's files, and the entries made as marks are earned.

RALPH W. POLK.

A Suggested Outline for the Year's Work

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(Approximately half the time this semester should be given to a study of the printing-press, and pressfeeding, in addition to the above.)

STUDENT'S RATING SHEET

Student_____

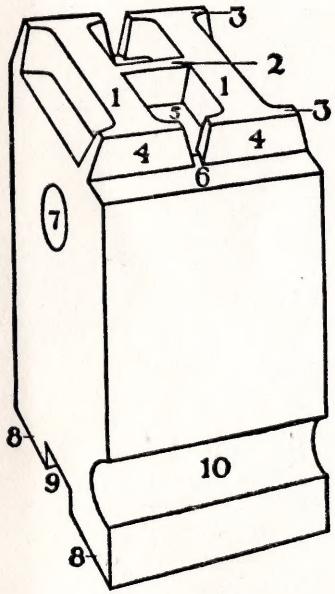
Entered_____ 19____ from_____

Job No.	Rating as to: Time	Skill	Accuracy		Remarks	Job No.	Rating as to: Time	Skill	Accuracy		Remarks
1						28					
2						29					
3						30					
4						31					
5						32					
6						33					
7						34					
8						35					
9						36					
10						37					
11						38					
12						39					
13						40					
14						41					
15						42					
16						43					
17						44					
18						45					
19						46					
20						47					
21						48					
22						49					
23						50					
24						51					
25						52					
26						53					
27						54					

JOB NO. 1. *Characteristics of Type*

I. Chapter III in your textbook tells you what you need to know about printers' types. Study this chapter carefully, for much of this information concerning types will be very necessary to your daily experiences in the printshop.

II. The illustration below represents a piece of the printers' foundry type, a capital H. In the spaces here provided, please write the correct name of each part of the type after the proper number, as it appears in the illustration.



1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

III. Name the four general kinds of type. 1._____

2._____ 3._____ 4._____

Name_____ Period____ _____ 19____

JOB NO. 2

Learning the Lay of the Case

I. After having made a careful study of Chapter IV, concentrate your efforts on the scheme of the California Job Case, and learn the locations of the various type characters. Proceed as follows:

Turn to Fig. 26 and study the positions of the lower-case letters. Name and point out all the letters in alphabetical order. Note how the regular sequence is followed wherever possible, as with *b-c-d-e, f-g, l-m-n-*(h)*-o-*(y)*-p,* and *t-u-v.*

Note how the letters that appear most frequently in print occupy (a) the largest boxes and (b) the handiest positions. In contrast, locate *j, k, q, x,* and *z.*

Trace the following words:

he	is	how	face	little
the	this	man	yet	above
they	are	hat	long	print
them	and	one	bread	great

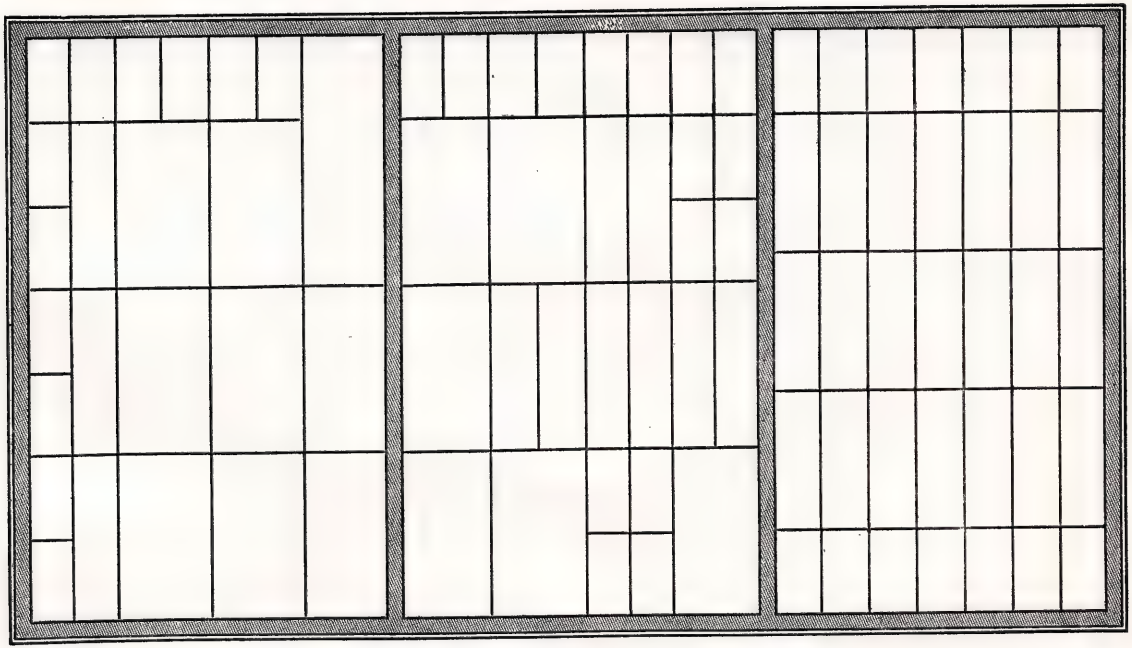
When you feel that you know where to find the lower-case letters, learn the positions of the figures.

Locate the punctuation marks — . , ; : - ? ! — and drill on their positions. Then note the spacing material — the Spaces and Quads.

Turn next to the capital letters (Fig. 26). Note that they are alphabetical except for J and U. Memorize the order of the first letters of each row, A-H-P-X, and the last letters, G-O-W. This is important.

The ligatures—ff, fi, fl, ffi, ffl—may be learned next. Other special characters may be overlooked for the present.

II. When you have drilled yourself thoroughly on the positions of the letters, and feel that you can locate them, report to your instructor, and, at his direction, fill in from memory the chart on the opposite side of this sheet. Make your letters neat and clear, and keep them within the lines.



*The*_____*Case*

Name_____ _____19____

JOB NO. 3. *Placing Types in the Stick*

I. Before starting this job, turn to Chapter VI in your textbook, and study carefully the first four pages of it. This will tell you (a) how to hold a composing stick, (b) how to stand in proper position for typesetting, and will explain, (c) just how to pick the individual types from the case and deposit them in the stick. All this is very important.

II. Practice grasping the stick as shown in Fig. 46, and assuming an erect position at the case as explained in the text.

III. Set your composing stick to a width of _____ picas. Then let your superintendent inspect the adjustment before you proceed further. STICK O.K._____

IV. Set ONE line of lower-case e's in the stick, following carefully the directions from your textbook. The line will be as follows:

eeeeeeeeeeeeeeeeeeeeeeeeeeeee O.K._____

When your instructor or superintendent has approved this line, replace the letters in their proper box by lifting them out, a few at a time, with the thumb and first finger of the right hand, and lowering them gently into the case.

V. Now set the following line, placing 3-em spaces between the words. After it is approved, distribute it carefully. Copy:

he he he he he he he he he he he O.K._____

VI. Proceed in the same manner with the following line:

the the the the the the the the O.K._____

Name_____Period____ _____19____

JOB NO. 4. *Reading Type Matter*

Printers *always* read their type upside down, but from left to right across the lines, and therefore the student must learn to do this, and must consistently read his type upside down. Under no circumstances should he ever allow himself to read any type otherwise than upside down. This exercise will aid the student in acquiring the ability to read type. Read the reverse paragraphs, and study particularly the letters that seem less familiar. Do not turn the sheet from the regular position while reading the paragraphs.

There are numbers of impressions from small devices, capitals and letterings cut on blocks of wood or soft metal and made on pieces of bottery. These stamps are the forerunners of the types with which our modern books are printed. Among these impressions those with which are made on tablets or cylinders of baked clay, many of which have been found among the ruins of Babylon and Nineveh, are by far the earliest. They are covered with inscriptions printed in cuneiform characters, and contain records of sales of slaves, loans of money, sales of land and the like, and on the largest prickly and cylinders are longer inscriptions of greatest interest, among them stories of the Creation and the Flood.

Many of these records are in the shape of a cover or shell of the same shape, in which is either a short flat with seal or even a quadrilateral inscription. These outer cases are the earliest examples of anything like printing. Next examples of Assyrian

JOB NO. 5

Placing Type in the Stick

Proceed with the copy given below as you did in Job No. 3, setting up each line separately, reading it in the stick, always upside down, of course, then obtaining the O.K. of your instructor and distributing the letters carefully into their proper boxes. Where spacing is required, use only 3-em spaces, and do not attempt to make the lines firm in the stick.

Copy:

I

hat hat hat hat hat hat hat hat hat hat hat ---
then then then then then then then then then ---
man man man man man man man man man man man ---
and and and and and and and and and and and ---

II

one one one one one one one one one one one ---
is is is is is is is is is is is is is is ---
this this this this this this this this this ---
there there there there there there there there ---

III

they they they they they they they they they ---
yet yet yet yet yet yet yet yet yet yet yet ---
fact fact fact fact fact fact fact fact fact ---
great great great great great great great great ---

IV

both both both both both both both both both ---
joke joke joke joke joke joke joke joke joke ---
long long long long long long long long long ---
print print print print print print print print ---

V

force force force force force force force force ---
home home home home home home home home home ---
about about about about about about about about ---
bread bread bread bread bread bread bread bread ---

Name_____Period____ _____19____

JOB NO. 6

Placing Type in the Stick

Proceed with the copy given below as you did in Job No. 5, setting up each line separately, reading it in the stick, always upside down, of course, then obtaining the O.K. of your instructor and distributing the letters carefully into their proper boxes. Where spacing is required, use only 3-em spaces, and do not attempt to make the lines firm in the stick.

Copy:

I

until until until until until until until until ---
vindicate vindicate vindicate vindicate vindicate---
above above above above above above above above ---
wander wander wander wander wander wander wander ---

II

quick quick quick quick quick quick quick quick ---
equipment equipment equipment equipment equipment---
knowledge knowledge knowledge knowledge knowledge---
cylinder cylinder cylinder cylinder cylinder ---

III

examine examine examine examine examine examine ---
taxed taxed taxed taxed taxed taxed taxed taxed ---
zero zero zero zero zero zero zero zero zero zero---
harmonize harmonize harmonize harmonize harmonize---

IV

ligature ligature ligature ligature ligature ---
offer tariff offer tariff offer tariff offer ---
figure defiant figure defiant figure defiant ---

V

influence reflection influence reflection ---
office sufficient office sufficient office ---
muffler baffle muffler baffle muffler baffle ---

Name_____Period____ _____19____

JOB NO. 7

Placing Type in the Stick

Continue to set up, read, and distribute these lines, one at a time. Use 3-em spaces between words within any one group, but place em quads between the separate groups of words or figures.

Copy:

I

1234567890 1234567890 1234567890 --------
123 men 456 boys 789 yards 1000 miles --------
827 754 $69.52 12,574 487,261 --------

II

Today is_____, 19___. [Fill in correct date] --------
5280 feet equal 1 mile. --------
My address is_____Street. --------
I was born_____ ___, 19___. --------

III

These are punctuation marks— . , ; : - ! ? --------
Printers call them points! --------
Can you name them? --------
It's John's hat. These are students' books.--------

Name_____Period____ --------19____

JOB NO. 8. *A Study of Confusing Type Characters*

The following characters sometimes confuse the student. We will make a little study of each of them at this time.

I. Some students confuse capital I with lower-case l, or the lower-case l with the figure 1. Study the details of these characters, and then answer the following questions.

1. What differences do you find between the types I and 1?

(a) _____

(b) _____

(c) _____

2. What differences between l and 1? _____

_____

II. What differences do you see between n and u? _____

_____

_____

III. Lower-case i and the exclamation point (!) sometimes give trouble. Note in what particular they are similar, and in what ways they are different. _____

_____

IV. Study the differences between capital O, lower-case o, and the figure 0. Then describe their basic differences. _____

_____

_____

V. The comma (,) and the apostrophe (') are alike except for their position on the type body. The figures 6 and 9 are also alike except that they are in reverse positions on the type body. The figures 2 and 5, while not alike, are sometimes confused by beginners. Study their differences so that you can readily recognize them as they appear in type.

Name _____ Period _____ _____ 19____

JOB NO. 9

Setting Some Confusing Type Characters

Set up the following lines with your stick set at _____ picas. Continue to deal with each line separately, studying each one carefully, and noting the differences between the various characters in each line. Be sure to hold the stick in the proper position while studying these characters.

Distribute each line after you have scanned it carefully, and have received your instructor's O.K., and then proceed with the next one.

Copy:

III 111 111	------
1111 Illinois St.	------
OO ooo 000	------
Oh, look, 7000	------
222 555 666 999	------
25 62 59 96	------
iii !!! jjj	------

Name_____Period_____ _____19____

JOB NO. 10. *The Standard Quads and Spaces*

Study carefully what is said about spaces and quads in Chapter V of your textbook, and about justification of lines on pages 44 and 45, before you do any further typesetting.

When you are sure that you are acquainted with the different units of spaces and quads, fill out the table below with the names, and relative sizes, of each of the standard units of spacing material.

Quad or Space	Name of Unit	What multiple, or fraction, of the em, or square of the type?	Checking Column
		1	

Name_____ Period____ _____ 19___

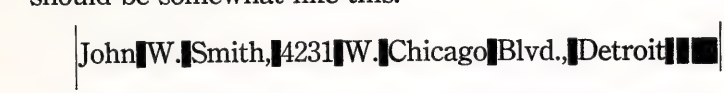
JOB NO. 11

Justification of Single Lines

I. Set up your name and street address in a single line of sufficient width. Start the matter flush at the left side of the stick, and use only 3-em spaces between the words. Be sure to use the proper punctuation.

Fill out the line to the full measure by adding the necessary spacing material, and justify it by selecting such a combination of spaces as will make the line firm, and yet not too tight to allow the line to be readily tilted forward in the stick. When so tilted it should be tight enough to stand alone and there should be no sponginess or end play in the line.

In justifying, use as few pieces as possible to get the desired firmness. Place the larger pieces of spacing material outside and the thinner spaces next to the letters. The line should be somewhat like this:



After this line is approved, replace the letters, and then proceed with the matter in section II.

II. Set up the name of your school and city, and handle it in this same way. For example:

Cass Technical High School, Detroit, Michigan

III. Change the measure of your stick to_____picas, and then set up the following lines, justifying them as explained above. (Each contains all the letters of the alphabet).

The quick brown fox jumps over the lazy dog.
I endeavored to puzzle the ex-spy by quickly jumping forward!
A quick movement of the enemy would jeopardize six gunboats.

Name_____Period____ _____19____

JOB NO. 12

Centering Lines of Type

This is your first job of composition to be tied up, proofed, and then distributed in regular manner. You will go through the regular processes, step by step, and receive instructions concerning each step.

I. Set up your name and complete address in three lines, centering each line in the stick. Place 3-em spaces only between words, putting the same amount of spacing on each side of the lettering. Make sure that each line is equally snug and firm in the stick. The arrangement will be as follows:

John S. Whitmore
7238 W. Monterey Street
Detroit, Michigan

II. When you have learned the proper method of removing the type from the stick to the galley, place these lines in the galley, with their head to the head of the galley.

III. After having learned how to tie up forms, tie up this type group in the galley. FORM TIED O. K._____

IV. When your instructor is ready for you to do so, place your galley in the proof press, ink the type with the brayer, and obtain a proof of your work. Be sure you know the correct method of cleaning the type after the proof is taken. This is very important. FORM CLEANED O. K._____

V. Remove the string from the type, and, holding it in the left hand, as explained on pages 64-65 of your textbook, distribute it carefully into the case. Give special attention to the positions of the fingers in handling the type. There is only one correct way for distributing type, and you may soon master it.

Name_____Period____ _____19____

JOB NO. 13

Setting Single Lines of Type

Set up the following lines, justify them carefully at the ends, and place them in a galley *one* line at a time. When completed, tie up the group, proof them, and then let your instructor inspect both the type and the proof.

When the work is O.K.ed, distribute the lines in the proper manner.

Copy:

Name of Student Date
I am setting a line of _____ pt. type.
Three-em spaces are placed between the words.
Each line is set equally firm in the stick.
Proper combinations of spaces accomplish this.
The smaller spaces are placed next to the type.
This keeps them from falling away from the line.
The left thumb guides each type into position.
The good typographer stands erect at his work!
Every line should be read for errors before justifying.
This saves considerable time and work.

FORM TIED O. K._____

FORM CLEANED O. K._____

Name_____Period_____ _____19____

JOB NO. 14

Composition in Single Lines

I. With your stick set at ____ picas, set up the following copy, centering the first two lines and setting the others flush at the left side of the stick.

Copy:

TWELVE THINGS TO
REMEMBER

The Value of Time
The Success of Perseverance
The Pleasure of Working
The Dignity of Simplicity
The Worth of Character
The Power of Kindness
The Influence of Example
The Obligation of Duty
The Wisdom of Economy
The Virtue of Patience
The Improvement of Talent
The Joy of Originating

[Your name here]

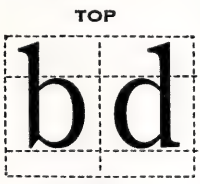
II. Obtain a proof, clean the type thoroughly, and then scan the proof for any errors that may have been made. Mark them, and then make the corrections in the manner explained on page 85 of your textbook. Take a revised proof, and let your instructor inspect the type and proof.

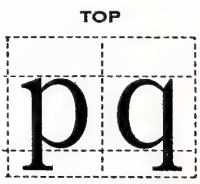
Place the O.K.ed proof in your notebook, and distribute the type carefully.

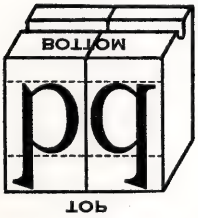
Name_____Period_____ _____19____

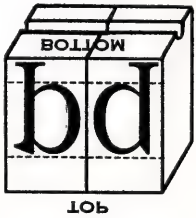
JOB NO. 15. *Wrestling with the Four Demons*

I. Refer to Chapter VI in *The Practice of Printing,* and see just what is said about the letters **b**, **d**, **p**, and **q**. Note that you always see the characters on the face of the type *upside down,* i.e., that the ascending strokes (in **b** and **d**) extend *toward* you, and that the descending strokes (in **p** and **q**) extend *away* from you and toward the nick of the type. With this in mind, study these diagrams.

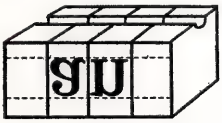




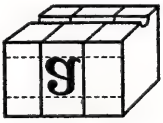




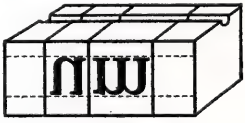
II. In the figures representing type, below, draw in the faces of the missing letters, so that they will spell, in type, the words which appear below each figure.



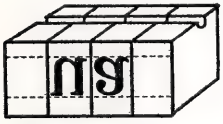
1. band



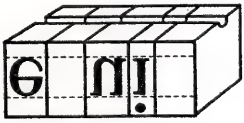
2. pad



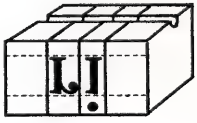
3. dumb



4. quad



5. equip



6. drip

III. Set up the words in the exercise on page 44 of your textbook. Set those of the first column in one line, placing only 2-em quads between the words; then set the words of the second column in the second line; and so on. Proof them, get your instructor's O.K., then carefully distribute.

Name_____ Period____ _____19___

JOB NO. 16

Setting the American's Creed

Study pages 45 and 46 in your textbook very thoroughly, and then set up *The American's Creed* in the form in which it appears on page 46. Use only 3-em spaces between the words, and place the justification at the ends of the lines.

Use_____point_____type for this exercise, and set the matter to_____picas.

Copy:

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many states; a perfect union, one and inseparable; established upon those principles of freedom—equality, justice, and humanity, for which American patriots have sacrificed their lives and fortunes.

(Your name here)

When completed, obtain a proof, read it, make any necessary corrections in the type, and then present a revised proof to your instructor.

Name_____Period_____ _____19____

JOB NO. 17

Use of Spaces in Composition

Set the following sentences in a measure wide enough to accomodate the matter without any run-overs. To find the proper width, set the longest line first, justify it to the nearest pica measure, and then set the rest of the matter to that measure. When the composition is completed, assemble the lines in proper order.

Place two slugs between the two sections of the copy, and indent the lines of the second section three ems. Then proof, correct, and present for approval in the usual manner.

Copy:

The standard space between words is the 3–em space.

If the line is crowded, 4–em spaces may be used.

When 3–em spaces are not wide enough, combinations must be substituted.

The spacing in any line must be as nearly uniform as possible.

This line is spaced with 4–em spaces.

This line is spaced with 3–em spaces.

This line is spaced with two 5–em spaces.

This line is spaced with 4–em and 5–em spaces.

This line is spaced with en quads.

This line is spaced with 3–em and 4–em spaces.

This line is spaced with two 3–em spaces.

Name_____Period_____ _____19_____

JOB NO. 18

Setting Straight Composition

After a careful study of the proper procedure in spacing out lines of type, as explained on pages 47 to 50, the student will proceed with this job.

Set the following matter_____picas wide, in_____pt. _____type, indenting the first lines of the paragraph _____ems.

Copy:

Excellence in composition depends upon the even spacing of its lines. For ordinary body types, 3–em spaces between words give the ideal amount of white space, but when the 3–em spaces are not sufficient to justify the line, other combinations must be substituted, as, for instance, two 5–em spaces, a 4–em and a 5–em space, an en quad, etc. The distribution of white space should be so arranged that, when the line is printed, the spaces between words will appear to be exactly even.

If the spaces in any line must vary in width, slightly wider spacing may be placed around the small words. When a line is crowded and 4–em spaces must be resorted to, they can safely be placed next to such letters as e, o, w, y, the rounded sides of b, d, p, and q, or next to the comma.

Name_____Period____ _____19____

JOB NO. 19

A Project in Straight Composition

Set the copy for this job as follows: _____

_____

_____

Learn the customary allowance for indentions, in page 81 of your textbook, and follow it in the setting of this job.

Copy:

Name Date

The art of fine spacing is as old as typography itself, as some of the earliest examples of printing show us. The type used in the first book printed from movable types—the Bible of Johann Gutenberg—which was completed in 1456, was spaced as evenly and as neatly as that of any modern book. The work of Nicholas Jenson, master typographer of Venice, who developed the first classic Roman lettering in the latter part of the fifteenth century, is particularly noted for its excellence in spacing and the proportions of its margins.

Perfect spacing is one of the first essentials in typography. It is one of the most important items in the training of the young printer. Without it good printing is impossible.

Name_____Period____ _____19____

JOB NO. 20. *Use of Proofreaders' Marks*

Proofread the lines below, and indicate each error by the proper marginal sign

MARGINAL SIGN	MARK IN THE TEXT	MEANING
	The practice of that	Take out defective letter
	early colonial period	Push down space
	beginning with the	Invert a letter
	establishment oof a	*[dele]*; take out; delete
	shop in Cambridge,	Wrong font letter
	in year the of 1637,	Transpose
	was ~~not~~ so different	Let it stand
	from the present-day	Straighten lines
	methods as might	Move to left
	be supposed by the	Move to right
	casual reader. In a	Make a new paragraph
	to the present. When this invention became	No paragraph; run in
	In the united states,	Use capital letters
	The Inland Printer,	Use small caps
	Frazier's Type Lore	Use Italic letters
	Ross Publishing Co.	Spell out
	this time, settlement	Omission of part of copy
	of Pilgrims in Maine	Query; is this right?
	was one of the first	Equalize the spacing
	to be made. In the	Less space here
	mean time, Virginia	Close up entirely
	was settled. In most	One em of space

Name_____Period____ _____19____

JOB NO. 21

Marking a Proof Sheet

Read the proof below, and mark the errors in the margins, as you have been directed in Chapter XII.

The Copy:

TYPOGRAPHY received its most valuable improvements from the printers of Italy, in which country the three text letters of greatest usefulness were first made: (1) Roman, first founded by Sweinheym and Pannartz in 1465, and afterward perfected by Jenson in 1471; (2) Italic and (3) Small Capitals, introduced together by Aldus Manutius in Venice in 1501. Title-pages, copper-plate maps, illustrations, engraved initials and borders, smoother and thinner papers, smaller types and simpler arrangements of types on the page, narrower margins, handier sizes of books, and inexpensive forms of binding—all these, and most of the minor improvements which make the book more attractive, were first introduced or were skillfully executed in Italy.

The proof to be corrected:

Typography received its most valuable improvements from the printers of Italy, in which country the text letters of greatesst usefulness were first made: (1) Roman, first founded by Sweinheym and Pannartz, in 1465 and afterward perfected Jenson by in 1471; (2) Italic and (3) Small Capitals, introduced together by Aldus Manutius at Venice in 1501. Title-pages. copper plate maps, illustrations, engraved initials and borders, smoother and thinner papers, smaller types and simpler arrangements of types ou the page, narrower margins, handier sizes of books, and inexpensive forms of binding—all these, and most of the minor improve ments which make books more attractive, were first introduced or were skillfully executed in Italy,

Name_____Period____ _____19____

JOB NO. 22

The Division of Words

After you have studied pages 72 to 75 in your textbook, put away your book, and proceed with the following job. Read the copy carefully, and, in the blank spaces, write such words as will be good examples for the rules given. Give careful attention to the dividing of the words in the last paragraph, and consult the dictionary when in doubt.

Set the job in ____ pt. ----------, ------ picas wide.

Copy:

Name Date

The Division of Words

One of the strictest rules of grammar is that no word shall be divided at any other place than between syllables, and that words of one syllable must never be divided. The following words are indivisible, as they are words of one syllable. Examples: thronged, _____, _____, _____, _____.

Words whose first or last syllable consists of a single letter are never divided: about, _____, _____, _____, _____.

Short words that should not be divided except in narrow composition: into, _____, _____, _____,

The following words are hyphenated at the various places where they may be divided in printing: explana-tory, borrowed, follow, appropriate, belonged, ever, spacing, though, contribution, iron, Detroit, abbreviations, brought, conditional, papermaking, allowed, easy, swimming, Europe, disregarded, character, Massachusetts.

Name----------Period---- --------19----

JOB NO. 23

The Use of Abbreviations

After studying the use of abbreviations, work out this job without the aid of your textbook. First, complete the copy by properly filling in the blanks, and then set the matter in ____ pt. ----------, _____ picas wide.

Copy:

ABBREVIATIONS

Except for a few standard abbreviations, such as _____, _____, _____, and _____, all words should be spelled out unless there is a particular reason for abbreviating them.

The following titles are correctly printed:* Lieutenant J. J. Smith, Capt. Anderson, Rev. G. W. Blakeslee, Prof. Winters, Sergeant Moore.

Honorary titles following proper names are always abbreviated. The letters either are separated by a thin space or are set solid. Examples: George M. Curran, D.D., Walter S. Hart, Ph.D., Mary Herbert, A.M., D. J. Stevenson, M.D.

A few abbreviations which occur frequently in ordinary reading matter are not capitalized. Among them are: _____, _____, _____, _____.

A.M. and P.M. may appear either in capitals or lower-case. The rule is _____

_____

_____

*Correct any of these abbreviations, if necessary, before setting this paragraph.

Name----------Period---- ----------19----

JOB NO. 24

Indentions

In addition to the regular indention, the squared and hanging indentions are frequently used in display composition, advertisements, catalog and book work, as outlined in your textbook. For this job, set your stick to ____ picas, and set up the three sections of the copy, the first with regular indention, the second with hanging indention, and the third with squared indention. Allow one and one-half picas of space between the sections.

Copy:

REGULAR INDENTION

Indentions vary according to the type of work being composed, and there are no hard-and-fast rules to govern the procedure.

Generally, in narrow measures of composition, it is customary to indent the first line of each paragraph one em of the body used. When the matter is set wider than 18 picas, the indention is widened to one and one-half ems; or if wider than 24 picas, to two ems.

HANGING INDENTION

Hanging indention is just another method of attracting the reader's eye to the beginning of a new paragraph. The first word may be set in capitals, or in capitals and small capitals.

The hanging indention is the opposite of regular paragraph indention, in that the first line is set full width of the stick, and all the following lines are indented uniformly.

SQUARED INDENTION

The squared indention differs from the other two in that all lines are set the full width of the stick. The last line or lines of the type group sometimes are centered, to form a half-diamond effect.

Some white space is left between paragraphs to show the ending and beginning of a new thought. As a rule one or two slugs are used, depending upon the width of the measure.

Name_____Period____ _____19___

JOB NO. 25

Direct Discourse

Quotation marks are used in direct discourse. Study what is said about them on page 78 of your text, and then set this job in ____ pt. ----------, ____ picas wide, inserting quotation marks wherever needed.

Copy:

Name Date

THE SUN AND THE WIND

The Sun and the Wind once had a quarrel as to which was the stronger. Each believed himself to be the more powerful.

Here is a chance to test our strength, said the Wind; let us see which of us is strong enough to make that traveler take off his cloak.

Agreed, said the Sun.

Instantly the Wind began to blow. How cold and disagreeable it is! said the traveler, and he pulled the coat tighter about him.

Now, said the Sun, I shall try. He shone hotter and hotter, till the man was glad to remove the cloak.

The Sun has boasted, I am more powerful, agreed the Wind, and I am compelled to acknowledge his greater strength.

Name---------- Period---- --------19----

JOB NO. 26

Composition of Poetry

Set the following poem in ____ pt. ----------. Plan your indention in accordance with the positions of the lines that rhyme. Set the longest line first, and establish your measure for the job to accomodate this line. Then proceed with the body of the poem. Put a pica space between stanzas. Set the heading last, and make sure that it is centered over the body of the poem, rather than of the measure used. Then assemble the job on your galley.

Should you prefer to substitute another poem of your choice for the job, submit the copy to your instructor for his approval.

Copy:

CONCORD HYMN

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard around the world.

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set today a votive stone;
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those spirits dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

—Ralph Waldo Emerson

Name----------Period---- --------19----

JOB NO. 27

Composition of Poetry

Set this job in____pt.----------, ____ picas wide. Allow one pica measure between the type groups. Properly indent and center the lines of poetry, as you have been instructed on page 82 of your textbook.

Copy:

COMPOSITION OF POETRY

When poetry is set to a given measure, it should be so indented that the body of the poem will appear centered on the page. These lines, by Alfred Tennyson, are centered on ____ pica measure:

Sunset and evening star,
And one clear call for me,
And may there be no moaning of the bar,
When I put out to sea.

When quoted lines appear in poetry, the first quotes should be placed in the margin, allowing the letters to align at the left side. The following is an example of quoted lines properly indented;

Breathes there the man with soul so dead
Who never to himself hath said:
"This is my own, my native land"?
Whose heart hath ne'er within him burned
As home his footsteps he hath turned,
From wandering on a foreign strand?

Name----------Period---- --------19----

JOB NO. 28

Composition Involving Figures

Set the following job in a suitable measure. In the blank spaces provided, fill in today's date, and your own street and number.

Copy:

Job 28. Figures in Body Matter

In body composition, numbers usually are spelled out, but the following exceptions are general:

Complete dates, as in _____ ____, _____.
Street numbers, as in _____ _____ _____.
Dollars and odd cents, as in $84.25.

Ordinarily, numbers that can be expressed in one or two words will be spelled out, while those requiring more than two words will be set in figures. When a figure begins a sentence, it is always spelled out.

Numbers expressed in five or more figures should include the comma, as in 12,000, or $100,000. Amounts in four figures do not require the comma, as in 5000, or $2500.

Name_____Period_____ _____19____

JOB NO. 29

Composition Involving Roman Numerals

Study the table of Roman numerals which is Fig. 76 in your text. Then fill in the blanks in the copy below. When this is completed, set the job in a suitable measure.

Copy:

XXIX. ROMAN NUMERALS

Roman numerals are used principally for chapter headings, and for the numbering of pages preceding or following the main body of a book or magazine. Capitals are used in chapter headings, but lower-case letters (as xxviii) are used for the paging of prefaces and introductions.

It must be remembered that Roman numerals are not abbreviations, and therefore they are not followed by periods unless their positions in the matter require it, as in the heading of this job.

Following are a few Roman numerals with their equivalents in Arabic figures: V is 5, VII is ____, XIX is ____, XLI is ____, MDCCCLXXXIII is _____, XCV is ____, ____ is 7, _____ is 29, _____ is 43, _____ is 717, _____ is 1456, _____ is 1939.

Name_____ Period____ _____19____

JOB NO. 30

Questions on Locking Up Forms

1. What should be the position of the type form in the chase?_____

_____

2. What are quoins?_____

_____

3. Where should the quoins be placed? _____

_____

_____

4. What protection should be given the furniture?____

_____

5. What way should the head of the form lie? Why?

_____

_____

6. When should the string be removed from the form?

_____

7. When should the form be planed? _____

_____

8. What is the proper procedure in tightening up the quoins?_____

_____

9. How does one test out to see if the form lifts? _____

_____

_____

10. What might happen if any part of the form were loose? _____

_____

Name_____Period_____ _____19___

JOB NO. 31

Locking Up Type Forms

I. The diagram below represents a form to be locked up in a chase. With a pencil, sketch in a logical arrangement of furniture and quoins. Indicate quoins thus:

Do not proceed further with the exercise until you are instructed to do so.

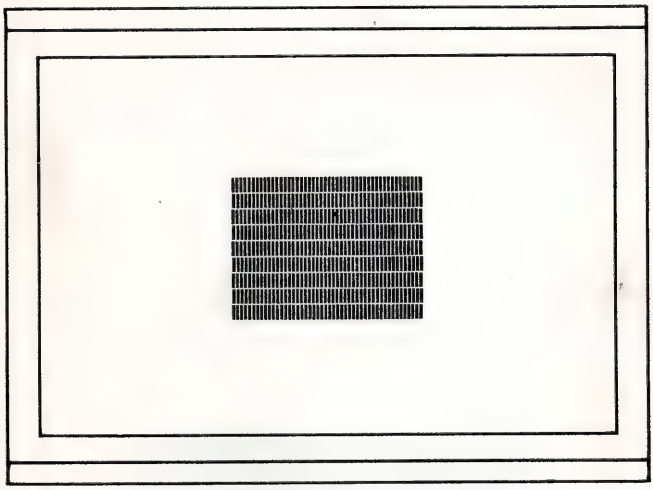


Figure 1

II. Proceed in like manner with Fig. 2, using the chaser method of lock-up. Mark the positions of the quoins clearly. Then secure your instructor's approval.

III. In Fig. 3, again indicate a suitable lock-up.

Name_____Period_____ _____19____

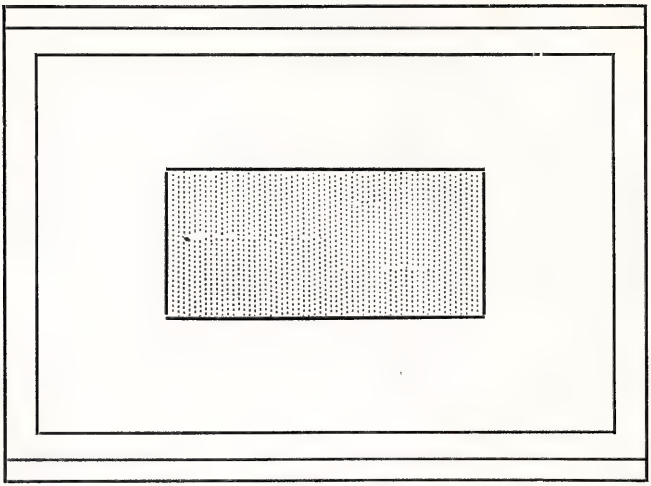


Figure 2

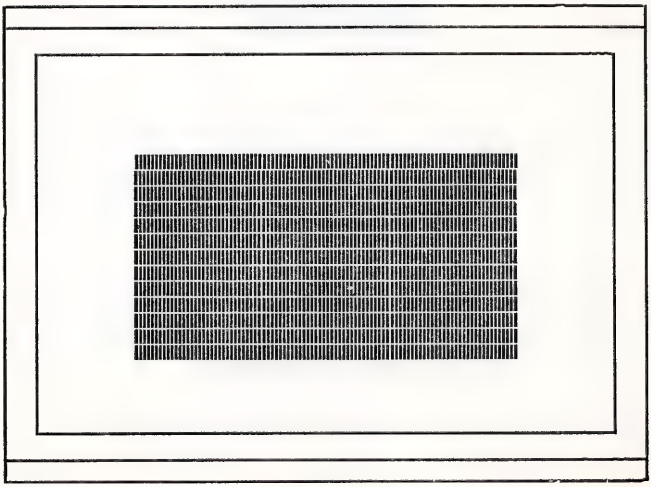


Figure 3

JOB NO. 32

The Use of Hyphen Leaders

Set the following copy in____pt. ----------, ____picas wide, using hyphen leaders where indicated. Indent the first line of each paragraph____ems, and indent all lines in the Table of First Printers____ems on each side.

Copy:

In spacing out a line containing leaders, no adjustment of spacing will be made between individual leader bodies nor between words in type groups, but all the justification will occur between the type and the line of leaders. The justification will be made in the smallest possible space, so that there will not be a wide gap between the type and the line of leaders. The following table shows the correct use of leaders.

FIRST PRINTERS IN VARIOUS COUNTRIES

1450	Mainz, Germany . . .	Johann Gutenberg
1464	Rome, Italy . . .	Pannartz, Sweinheym
1470	Paris, France . . .	Ulrich Gering
1476	London, England . . .	William Caxton
1483	Haarlem, Holland . .	Johannes Andriesson
1507	Edinburgh, Scotland .	Androw Myllar
1539	Mexico City, Mexico .	Juan Cromberger
1638	Cambridge, Mass. . .	Stephen Daye

Leaders are made up in 6, 8, 10, and 12 point sizes. They are kept in special leader boxes which have three compartments, one for en leaders, one for em leaders, and a large section for 2-em and 3-em leaders. They should never be put in the regular type cases, and the sizes should not be mixed in the leader boxes.

Name ----------Period------ ---------19----

JOB NO. 33

The Use of Hyphen Leaders

Set this job in____pt._____, ____ picas wide, using hyphen leaders where indicated. In the first table, align the figures vertically down the column, the justification being the same as in the preceding lesson. The justification in the second table will occur after the line of leaders. Since the column of figures and the word "point" are in perfect alignment, no space will be inserted before the line of leaders.

Copy:

Name Date

THE PRINTERS' MEASURE

6 points	1 nonpareil
12 points	1 pica
6 picas	1 inch
1 lead	2 points thick
1 slug	6 points thick
3 leads	1 nonpareil
2 slugs	1 pica

Names of Various Type Bodies

4½ point	Diamond
5 point	Pearl
5½ point	Agate
6 point	Nonpareil
7 point	Minion
8 point	Brevier
9 point	Bourgeois
10 point	Long Primer
11 point	Small Pica
12 point	Pica

Name_____ Period_____ _____19____

JOB NO. 34

Use of Periods as Leaders

Set this job in ____ pt.----------, ____ picas wide, using leaders made up of periods and em quads in the table and fill in the details of your own class program. Use caps for the first heading, and caps and small caps for the heading of the table. Indent the body of the table ____ ems on each side.

Set the words "Period, Subject, and Room," in _____ pt. type, after you have set the last line of the table, and center these headings over each column. Then place the line in proper position in the form, after it has been transferred to the galley.

Copy:

USE OF PERIODS AS LEADERS

Periods, separated by spacing material, are often used in place of leaders to guide the reader across the page. One method is to put em quads between the periods in each line, and then to align the rows of periods down the page. The justification will then occur between the line of periods and the wording at one or both ends. In every case, the space of not less than an em quad or more than an em and a half, will be left between the row of periods and the type. The following is leadered out with periods and em quads.

MY SCHEDULE OF CLASSES

Period	Subject	Room
1.	Printing II	643
2.	Printing II	643
3.	Printing Design III	646
4.	Typewriting I	127
5.	Lunch	
6.	English III	251
7.	Commercial Geography	402
8.	Biology I	226
9.	Biology I	226

Name----------Period---- ----------19----

JOB NO. 35

Use of Periods as Leaders

Set this job in____pt._____, ____picas wide, using leaders made up with periods and 2-em quads in the table below. Set the heading in _____ _____and the sub head in_____ type. Each line of the table will be filled out flush to both ends of the stick.

Copy:

USE OF PERIODS AS LEADERS

In the last exercise, periods separated by em quads were used as leaders. Another common method is to separate the periods by 2-em quads, centering the periods of the second line between the periods of the first line, and then aligning the alternate rows of periods vertically down the column. No justification will occur except outside the leaders proper, and not less than one em or more than three ems of space will be placed between the leaders and the type. The following table is leadered out with periods spaced after the above scheme.

CALENDAR FOR THE YEAR

School begins . . .	Tues., Sept. 6
First Card Marking . .	Thurs., Oct. 20
Midsemester Exams . .	Thurs., Fri., Nov. 10, 11
Second Card Marking . .	Wed., Nov. 16
Thanksgiving . . .	Thurs., Nov. 24
Third Card Marking . .	Wed., Dec. 14
Christmas, school closes	Fri., Dec. 23
School reopens . . .	Tues., Jan. 3
Final Exams begin . .	Thurs., Jan. 19
Commencement . . .	10:00 A.M., Wed., Jan. 25
School closes . . .	Fri., Jan. 27

Name _____Period _____ _____19____

JOB NO. 36. *The Printers' Measure*

Study carefully the details of the printers' measure as given in Chapter X of *The Practice of Printing*. Learn to spell and pronounce the names of the various units of measure, and memorize the table in Fig. 72. When you have done this, report to your instructor, and, at his direction, fill in the answers to the questions given in the following table.

QUESTIONS	
1. Fill in the details of the printers' measure:	
------ ---------- = ------ ----------	----------
------ ---------- = ------ ----------	----------
------ ---------- = ------ ----------	----------
2. How many nonpareils in 2 inches? ----------	----------
3. How many points in ¼ inch? ----------	----------
4. How many picas in 5½ inches? ----------	----------
5. How thick is the ordinary lead? ---- the slug? ----------	----------
6. How many leads equal 1 pica? ----------	----------
7. How many slugs equal ½ inch? ----------	----------
8. How many lines of 12 pt. type, set solid, make an inch?*	----------
9. How many lines of 8 pt. type, set solid, make an inch?*	----------
10. How many lines of 10 pt. type, leaded, make an inch?* --	----------

*In these questions, do not count head and foot slugs

Name ---------- Period ---- ---------- 19---

JOB NO. 37

Problems Involving the Printers' Measure

I. Using the least possible number of pieces, select and assemble—on your galley*—in your stick—combinations of quads and spaces that will build out to each of the following dimensions. Solve one problem at a time, secure your instructor's approval, and carefully replace the materials before going on with the next one.

Example: 12x18 pts. = a 12 pt. em quad and en quad, or two 3-em spaces.

1. 24x 8 pts. ____
2. 6x24 pts. ____
3. 10x35 pts. ____
4. 12x20 pts. ____
5. 30x24 pts. ____
6. 30x25 pts. ____
7. 16x16 pts. ____
8. 16x48 pts. ____
9. 36x48 pts. ____
10. 42x18 pts. ____
11. 24x44 pts. ____
12. 28x42 pts. ____

II. Assemble on your galley combinations of pieces of of metal furniture that equal the measures given in the following problems. Use the fewest possible number of pieces in each combination.

1. 10x15 picas ____
2. 18x20 picas ____
3. 12x17 picas ____
4. 22x28 picas ____
5. 18x21 picas ____
6. 14x35 picas ____
7. 21x32 picas ____
8. 26x16 picas ____
9. 7x28 picas ____
10. 16x19 picas ____
11. 9x42 picas ____
12. 19x37 picas ____

*Instructor will cross out the phrase not desired here.

Name_____Period____ _____19____

JOB NO. 38. *Brass Rules*

Set this exercise _____ picas wide, using _____ point _____ for the body matter, and _____ point _____ for the captions under the rule specimens. When the proof has been O. K.ed, draw in the cross sections of these rules, as indicated, and file in your notebook.

Copy:

Brass rules are made in various styles and thicknesses. They are sold in labor-saving fonts. The usual font will include lengths from 1 to 10 picas graduated by nonpareils, and 11 to 36 picas graduated by picas. A five-pound font of brass rule will fill a quarter-size rule case.

The following rules are commonly used in printing:

2 pt. Hair-Line Rule

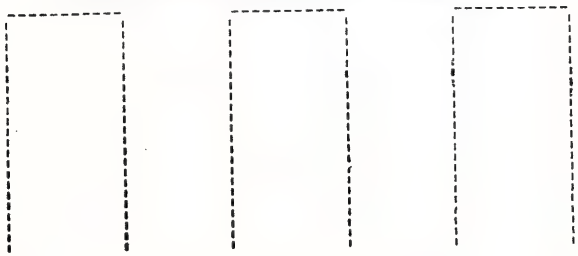
2 pt. Rule with 1 pt. Face on Side

2 pt. Parallel Rule

Following are sketches representing cross sections of these three rules:

Hair-Line 1 pt. Face on Side Parallel Rule

(Student will draw cross sections of the rules here)



Name_____ Period____ _____19____

JOB NO. 39

Use of Rules with Type

Set up the following copy, using ____ pt._____ type, and _____ rule. Be sure that the rules are placed in exact alignment with the type in the manner indicated on page 151. Let the rules fill the lines as fully and as naturally as possible, and place the necessary justification where it will least affect the even flow of the lines.

When this matter has been set and placed on the galley, insert such spacing between the lines of type as will allow one-fourth inch between the printed lines.

Copy:

I, _____, do hereby certify that I was born in _____, _____ County, State of _____, on the _____ day of _____, 19___.

Name_____
Street_____
City_____State_____

Name_____Period____ _____19____

JOB NO. 40

Use of Rules with Type

Set the following blank in ____ pt.---------- type. Use ---------- rule for head and foot rules, and ---------- rule for underlining. Space the lines exactly one-fourth inch apart.

When completed, report to your instructor, for his inspection, and when the form is O. K.ed, take a good proof of the job.

Copy:

Name Birthday 19

No. Street—Phone

Father's Name Business

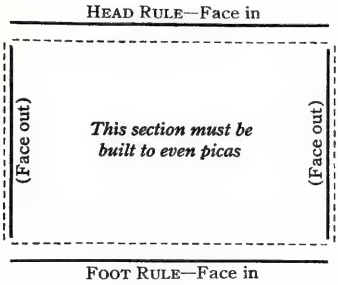
Record:

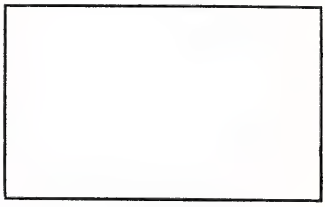
Name---------- Period---- ----------19----

JOB NO. 41

Construction of Rule Panels

I. Build a panel ------x------ picas with 2 pt. side-faced rule. Place the head and foot rules with the faces turned in, and the side rules with the faces turned out. This gives the proper contact of the corners to insure a continuous line. Blank out with metal furniture. When you have this panel completed in your galley, report to your instructor for his approval. Then distribute the material without proofing.





The Completed Panel

II. Build another panel with the same style of brass rule ------x------ picas.

III. Build a panel ------x------ picas.

IV. Build a panel ------x------ picas, and below it, in ------pt.----------type, set the line, "A Panel Made with Butted Corners." Take a proof of this form and file it in your notebook, then distribute all materials.

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JOB NO. 42

Making Matter Up into Columns

Set the body of this job in____pt.----------
---------- ,------picas wide. When the composition is completed, divide the matter into three equal parts and assemble it in three columns of equal length, with one pica white space between the columns. Space the first column to even picas, place slugs of its length alongside, to blank out for the space between columns, then proceed to space out the second column matter and lift it into position beside the first. Finally, space out and assemble the third column. Set the heading the full measure of the assembled columns, and place it in the proper position.

Copy:

A COMPARISON OF OLDSTYLE AND MODERN-FACE TYPES

The Roman form of type is subdivided by printers and type founders into two great classes of oldstyle and modern-face letters. Many varieties of each style are made, and in some of them the distinctive peculiarities are discerned with difficulty. In fact, some type faces show the influence of both classes in their design, and are known by many printers as "modernized oldstyles."

The chief characteristics of oldstyle types are a comparative roundness of form and nearly uniform thickness of lines, long descenders and ascenders, with short angular serifs. A pleasingly rugged, substantial effect is had, free from stiffness or mechanical restraint and precision. The oldstyle types are generally more legible than modern-face. The soft, flowing effect of the letters, the even tone of the type in the mass, with freedom from the sharp contrasts between elements of the letters, make this type more friendly to the eye, and easier to read in body form.

Modern-face types differ from oldstyle in that they are more symmetrical, more regular and even, and in that their serifs are less angular and heavy, meeting the stems at right angles. The light elements are usually quite thin, often consisting of hair-lines, which are in strong contrast with the heavy elements. The letter construction is precise, formal, and rigid. Modern-face types are at their best in open display work. Modern-face and oldstyle types must never be used together in one job.

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JOB NO. 43

Tabular Composition

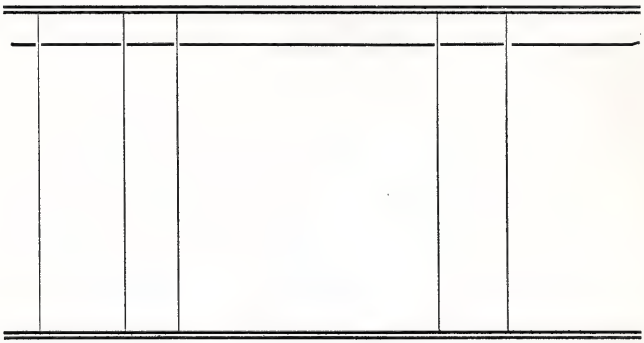
I. Set up the following tabular form, using 2 point parallel rule for the head and foot rules, and 2 point hair-line rule for column rules. Use metal furniture for blanking out.

When the job has been completed in the galley, report to your instructor for his approval, and then obtain a proof for your notebook. Hold the form.

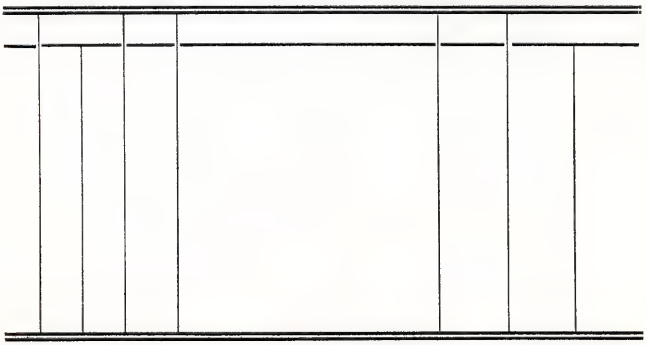
(4)	(10½)	(2)	(3)

II. Change the above table to conform to the following copy. Change the head and foot rules to 1 point face rule. With a line gauge ascertain the width of the columns, and space them out correctly. Be sure that the form is even picas in width. Proof this table, and hold it.

III. Again change the form, following the copy given be low. Use two 2 point rules with 1 point face for the head and foot rules, and build the columns accurately to the width of the copy. Use 1-point face rules for the column cut-offs. Take a proof, and hold the form.



IV. Add two extra column rules to this table as shown in the new copy below. Let the instructor inspect this form to see if it is built correctly, and then get a proof of it for your notebook. When this has been done satisfactorily, distribute the materials, making sure that the rules are perfectly clean, and that each is placed in its proper case.



Name_____Period_____ _____19____

JOB NO. 44

Tabular Composition

Set up the following copy in tabular form, using head and foot rules, and rules between the colums. Copy:

OLDEST NEWSPAPERS IN AMERICA

These are the seven oldest newspapers that are still alive today. Others published at this early date have been discontinued.

NAME OF PUBLICATION	LOCATION	DATE
The Philadelphia North American	Philadelphia	1728
The Saturday Evening Post	Philadelphia	1728
The News and Courier	Charleston, S. C	1732
The Maryland Gazette	Annapolis, Md.	1745
The Mercury	Newport, R. I.	1756
The New Hampshire Gazette	Portsmouth, Me.	1758
The Connecticut Herald	New Haven, Conn.	1766

The first paper in the United States was "Publick Occurrences," published in Boston, Mass., in 1690.

Set and assemble the three columns of the body before setting the full-measure copy. To determine the widths for the columns, set the longest line of each column, and then make a simple sketch of the table, indicating your proposed measures. Get your instructor's approval on these specifications before proceeding further.

Finish spacing out the first column accurately to even picas before starting the second, then finish the second before starting the third. When the columns are completed and all has been perfectly assembled and spaced between the head and foot rules, set your stick to the measure of the total width, and set full-measure copy above and below.

Save the heading until the last, and then select a suitable size and style of type for the heading. When the job is completed, get your instructor's O.K., and obtain a good proof.

Name_____ Period____ _____19____

JOB NO. 45

Tabular Composition

Set the following table in a size suitable for printing on a _____x_____ card. Figure out the specifications for widths and length of the columns, making allowance for the heading and a small margin at the bottom. Allow_____ between lines in the ruling. Complete all the work on each column in turn before you proceed to the next one. Be sure that each unit is built out accurately, so the completed job will "lift," and the rules will align perfectly.

Copy:

STUDENT'S PROGRAM CARD

Period	Subject	Term	Room	Teacher

When the table is completed, let it be inspected in your galley, and when it is found to be O. K., take a good proof for your notebook.

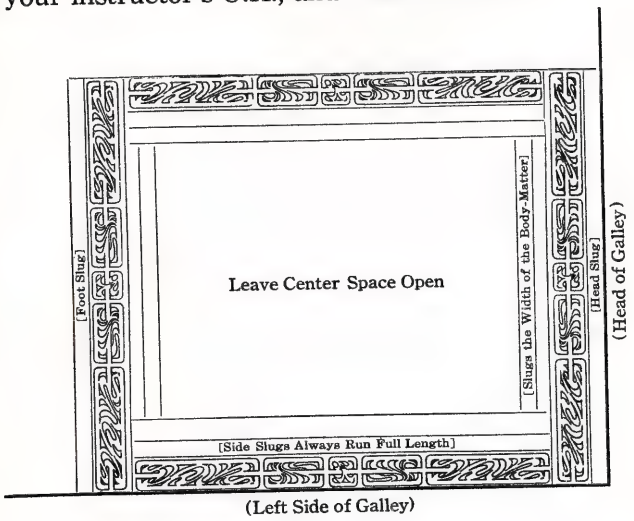
Name_____Period____ _____19____

JOB NO. 46

Construction of Border Skeletons

I. After you have studied chapter XX, build a skeleton for an ad, the border size of which is ____x____ picas, using _____ border, and constructing the skeleton in accordance with the following diagram.

Allow_____white space between the body section and the border. When properly completed on your galley, get your instructor's O.K., and then distribute it.



II. Build a skeleton ____x____ _____, using _____ _____ border, and allowing _____ _____inside margin.

III. Build a skeleton ____x____ _____, using _____ _____border, and allowing _____ _____inside margin.

Name_____Period_____ _____19__

JOB NO. 47

Setting a Bordered Job

Set up the following copy in____pt._____, and border it with_____border, allowing _____inside margin.

Set up the body matter first, place it on the galley, and space it as you want it to appear, making sure that the matter, including the slugs at the head and foot, is built out accurately to even picas. Then figure out the proper size for the border, making due allowance for the inside margin.

Move the type group down from the corner of the galley, or place it on another galley, and build the border skeleton for the job as you did in Job 46. When it is completed, insert the type lines in the skeleton, lifting a few lines at a time.

Check the form to make sure that it is built out accurately to even pica measure both ways before it is tied up.

Copy:

EDUCATION BRINGS RESPONSIBILITY

Each one of us then who has an education, has obtained something from the community at large for which he or she has not paid. No self-respecting man or woman is content to rest permanently under such an obligation where the state has bestowed education. The man who accepts it must be content to accept it merely as a charity, unless he returns it to the state in full in the shape of good citizenship.—Theodore Roosevelt.

Name_____Period_____ _____19____

JOB NO. 48

Border Skeletons with Butted Rules

I. Study all the rules of your shop, and see how many of them can be used to construct panels by butting the corners. Make one list of all the styles which can be used in this way, and another list of rules which require mitered corners.

II. Refer to page 152 of your textbook, and also to Job No. 41, and make sure that you know how to construct a panel with butted corners.

III. Construct a border skeleton, size _____, with _____ rule, allowing _____ inside margins. When this is properly completed on your galley, get your instructor's O. K., and then distribute the materials carefully.

IV. Construct a border skeleton, size _____, with _____ rule, allowing _____ inside margins. Secure your instructor's approval, and then distribute.

V. Construct a border skeleton, size _____, with _____ rule, allowing _____ inside margins. Treat as above.

VI. Construct a border skeleton, size _____, with _____ rule, allowing _____ inside margins. Treat as above.

Name _____ Period ____ _____ 19____

JOB NO. 49

Project with Butted Rule Border

Choose any one of the paragraphs below, and set it up in an appropriate size and style. Then border it with a suitable rule panel with butted corners, following the procedure of the previous lesson. Get your instructor's O. K. on the job in the galley. Take three or four good proofs of this job, if you desire extra copies of it.

Copy:

(1)

Thank God every morning when you get up that you have something to do which must be done whether you like it or not. Being forced to work, and forced to do your best, will breed in you temperance, selfcontrol, diligence, strength of will, content, and a hundred virtues that the idle will never know.—Charles Kingsley.

(2)

The men who have achieved success are men who have worked, read, and thought more than was absolutely necessary, who have not been content with knowledge sufficient for the present need, but who have sought additional knowledge and stored it away for the emergency reserve. It is the superfluous labor that equips a man for everything that counts most in life.—Davis.

(3)

Raphael paints wisdom, Handel sings it, Phidias carves it, Shakespeare writes it, Wren builds it, Columbus sails it, Luther preaches it, Washington arms it, Watt mechanizes it, Franklin prints it.
—Ralph Waldo Emerson.

Name_____ Period____ _____ 19____

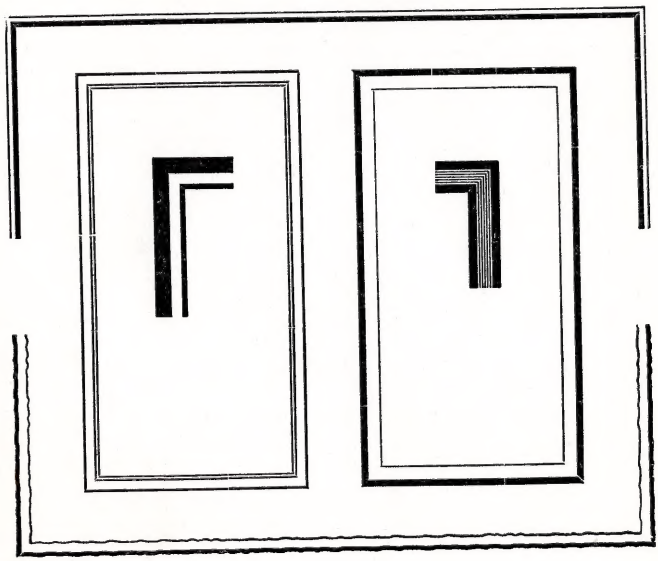
JOB NO. 50

Construction of Rule Borders

I. Set up a panel____x____picas, with_____ rule, using mitered corners. Enclose the panel with corner quads. Blank in with metal furniture, using the smallest possible number of pieces. Report for inspection as soon as the panel is completed, and then get a proof when an O.K. is secured. Clean the rule well before distributing it.

II. Build another panel____x____picas, with_____ rule, using mitered corners, and follow the same procedure as above. Handle the brass rules carefully, and replace them, clean and face up, in the proper cases.

(Some panels made with mitered corners)



Name_____Period_____ _____19____

JOB NO. 51

Project Using Mitered Rule Border

Select any one paragraph from the following copy, and set it in the most effective way. Then border it with a rule border, using mitered corners. Let your instructor inspect the assembled job on your galley, and then obtain proofs.

Copy:

(1)

There is an Honor in business that is the fine gold of it; that reckons with every man justly; that loves light; that regards kindness and fairness more highly than goods or prices or profits. It becomes a man more than his furnishings or his house. It speaks for him in the heart of everyone. His friendships are serene and secure. His strength is like a young tree by a river.

(2)

CITIZENSHIP

You will do the greatest good to the state if you shall raise, not the roofs of the houses, but the souls of the citizens. For it is better that great souls should dwell in small houses, rather than that mean slaves should lurk in great palaces.—Epictetus

(3)

BENJAMIN FRANKLIN SAYS:

The world is full of fools and faint hearts; and yet everyone has courage enough to bear his misfortunes, and wisdom enough to manage the affairs of his neighbor.

Name ..... Period ..... 19.....